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ABSTRACT

This guide provides an introduction to a cooperative occupational education curriculum developed for special needs instructors and students. It contains a table of contents that lists the 20 units in the curriculum and a brief outline of the information topics covered in each unit. A section on use of the curriculum describes the component parts of the materials (objectives, suggested activities, information topic sheets, transparency masters, assignment sheets, and unit reviews) and discusses how to create instructional management plans for a mmodified cooperative occupational education curriculum. The general reference list is a source of all materials referenced in the curriculum; both print and audiovisual sources are included. (YLB)

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Instructor Material

Introduction to Cooperative Occupational Education

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FOREWORD

There is a profusion of curriculum materials available for use in a regular classroom but relatively little has been developed that specifically addresses the uniqueness of the special needs student. The task of adapting existing materials for use with special needs students has too often been the responsibility of the classroom teacher.

This curriculum was developed specifically for the special needs instructor and students. The authors, in preparing this COE curriculum, made every effort to include material that would be relevant and stimulating but at the same time would not be presented in a manner beyond the capabilities of the students.

The information, exercises, and activities included in this curriculum are not all-inclusive of what is currently available. Instructors are encouraged to supplement this material from the wealth of information and materials they have accumulated through their own experiences in the world of work and as classroom teachers.

It is with a great deal of satisfaction that we make this material available for your, and your students', use.

Ariton Oroson, Research Assistant
Principal Writer, Introduction to Cooperative Occupational Education
Instructional Materials Laboratory

ACKNOWLEDGMENTS

This curriculum was prepared to assist students and instructors in Cooperative Occupational Education. Special attention was devoted to presenting the material contained in this curriculum in a manner that would meet the unique needs of special needs students and their instructors.

Special thanks is extended to Mr. Miles Beachboard and Mr. Dick Omer of the State Department of Elementary and Secondary Education, Vocational Special Needs Section, for recognizing the need for this material and for working with the Advisory Committee and the Instructional Materials Laboratory staff to bring the project to fruition.

We would also like to thank the members of the Advisory Committee who shared their time and expertise. Their advice and recommendations have been incorporated in the writing of this curriculum and were responsible for the direction taken in presenting the material.

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USE OF THIS CURRICULUM

The Cooperative Occupational Education curriculum contains five sections which are further subdivided into twenty instructional units. Each unit contains the necessary materials to be a complete unit of instruction. Included in each unit are: performance objectives, suggested activities for teachers and students, supplemental activities, information topic sheets, assignment sheets, transparencies, unit reviews, and keys. Each unit will probably require more than a single period of instruction.

The instructor should preview each section and/or unit to determine:

A. Appropriateness and/or need for presentation.

B. Amount of time to be devoted to each.

C. Material to be covered during each instructional period.

D. Supplies and/or equipment needed.

E. Supplementary materials that must be gathered and prepared.

F. Resource people to be contacted.

Objectives

Objectives for each unit of instruction are stated in terms of student performance. The objectives provide students with an outline of what will be emphasized in each unit and inform them of competencies they must master in each unit.

Each instructor's unit contains unit objectives which describe the material presented in the unit, and specific objectives which describe the competencies the student must master to achieve each unit objective.

The instructor should review the objectives of each unit with the students to ensure a common understanding of their purpose. The objectives should be discussed with the students and any questions about the unit should be answered prior to proceeding with the actual instructional process.

Suggested Activities

Each instructional unit contains suggested activities that sequentially outline the steps to follow in presenting the unit. The activities are presented separately for the instructor and students.

Supplemental activities are added to the instructor's section to enrich the instructional process. Instructors are encouraged to use any additional instructional materials and methods that will assist students in achieving the objectives.

Information Topic Sheets (IT) (buff)

The information topic sheets include the content material needed by the student to accomplish the objectives.

Students should read the material contained in the information topic sheets prior to any class discussion.

Instructors are encouraged to supplement information topic material wherever they feel further development is necessary.

Transparency Masters (TM) (white)

Transparency masters are included with each instructional unit. In most instances the use of transparencies is left up to the discretion of the instructor. In some units specific instructions are given for using transparencies to introduce concepts or information.

Transparencies should be prepared in advance so that they are available for use.

Assignment Sheets (AS) (blue)

Each instructional unit contains assignment sheets corresponding to the number of information topics. Assignment Sheets are paper and pencil activities which are completed by the student following instruction and discussion of each information topic.

There are no answer sheets provided for the assignment sheets because in most instances student answers will vary. This variety of responses should be used to stimulate discussion when the assignment sheets are reviewed. Instructors are encouraged to review assignment sheets prior to class time and formulate some preferred or suggested responses.

Unit Review (pink)

Unit reviews are included to assess student achievement of the unit objectives. In some units, mastery of the unit objectives will be evidenced by the student's performing a task or set of tasks that meet a level of achievement to accomplish a particular unit objective.

Unit review answers are provided for all units.

CREATING INSTRUCTIONAL MANAGEMENT PLANS FOR

THE MODIFIED COOPERATIVE OCCUPATIONAL EDUCATION CURRICULUM

Most vocational educators seem to agree that a fundamental aspect of cooperative occupational education is a strong emphasis on planned relevant occupational experiences leading toward a realistic career objective as identified by the student-learner and with the help of qualified educational personnel.

On-the-job experiences congruent with educational objectives of the program's curriculum is a major component of a modified cooperative occupational education program. Perhaps the best way to maintain the integrity of the on-the-job aspect of cooperative occupational education is through a written plan cooperatively designed by the teacher-coordinator of the program and the employer (training sponsor) of the student-learner. Such a plan insures that directed on-the-job training will occur and this training will have relevance with respect to the student-learner's ability, career objective and classroom study.

A training plan, or schedule of learning activites, is advantageous to all parties concerned. Student-learners know what is expected of them and classroom instruction should become more meaningful as they see it fitting into a career plan.

By using training plans, the teacher-coordinator has a concrete basis for their curriculum. S/he is in a much better position to determine needed competencies and to ascertain which materials and resources are appropriate for the individual student's career development and to improve their performance on-the-job. Evaluation, too, becomes more precise and valid when it is based on the learning activities as detailed by the training plan.

In an effort to assist teacher-coordinators of cooperative occupational education programs, the concept of "Instructional Management Plans" (IMP) was developed with assistance from the Marketing Education program area of the University of Missouri-Columbia and the Marketing and Secondary Education, Division of Career and Adult Education. Underlying the concept of Instructional Management Plans is the correlation between the curriculum of the respective cooperative occupational education program and sequenced application experiences for the student-learner. The IMP serves as a master plan for the teacher-coordinator, training sponsor and student-learner.

Development of the Instructional Management Plan for any cooperative occupational education student-learner should focus on the student-learner's stated career objective. The student learner's career objective provides for the relevant instructional discipline of curriculum knowledge to be established. It is from this curriculum base that the IMP is formulated.

Application experiences are those activities designed to assist student-learners in reaching their career objective. This includes classroom, on-the-job and vocational student organization activities. Although the Instructional Management Plan ordinarily lists the on-the-job learning activities in reference to an outline of classroom instruction, a complete Instructional Management Plan should include application experiences that will be developed through the Vocational Student Organization associated with the cooperative occupational education program.

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The crucial part of the Instructional Management Plan is the description of application experiences to be conducted on the job. Obviously, the specific tasks of the student-learner's part time job are important learning experiences and should be detailed on the IMP. However, if student-learners are to obtain experiences in related job tasks and in experiences that will prepare them for advancement, it is necessary to design learning applications that both the training sponsor and the student-learner feel are appropriate and feasible. Some of these experiences may involve observation on the job, interview with the manager or other employees, and/or consultation with the training sponsor to obtain information. Preparing the report of such observations and interviews may be done at home or, at times, in the classroom, but the activity should be specified as on the job because the training station or job is the source of the information.

Plans for evaluation of application experience may vary according to the type of experience, but all Instructional Management Plans have this in common: both the training sponsor and the teacher-coordinator evaluate the experiences. In many instances, the means of evaluation are stated in the application experiences. One way of handling other evaluations is to provide evaluation forms on which the training sponsor and the teacher-coordinator can indicate not only the quality of performance but the value to the student-learner in reaching the goal of the application experience. Evaluation becomes an important aspect of the Instructional Management Plan.

The Instructional Management Plan provides the student-learner who is to receive academic credit for the on-the-job training, training beyond that which the student-learner is expected to know in order to keep his or her job. The IMP gets to the essence of the training station or that"in-depth" knowledge which should result from training, not just keeping and holding an entry-level position. The modified cooperative occupational education curriculum and the Instructional Management Plan used together provide the student-learner with a basis for continued success in the labor market.

For further information about establishing an Instructional Management Plan to relate to your Cooperative Occupational Education program, contact Harley Schlichting; Instructional Materials Laboratory; 10 Industrial Education Building; University of Missouri-Columbia; Columbia, Missouri 65211; 314/882-2883.

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*This reference list has been compiled as a convenient source for the instructor, and includes all materials referenced in the guide. A separate list of specific references is included in the Instructor's Guide section of each unit.

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